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ABSTRACT

This handbook presents policies and procedures that affect three schools operated by the Illinois Department of Rehabilitation Services to serve students with disabilities: the Illinois Center for Rehabilitation and Education-Roosevelt, Illinois School for the Deaf, and the Illinois School for the Visually Impaired. The handbook includes information on the code of conduct; rights and responsibilities of students, parents, and staff members; infractions; disciplinary actions; and the appeals procedure. Information is also provided on: mail, using the telephone, home visits, prearranged absences, vacations and holidays, the student trust fund, religious activities, sex equity, the status of students 18 years of age and older, the Family Educational Rights and Privacy Act and the Illinois School Student Records Act, vocational and educational counseling, work programs for students, and medical programs and policies. Appended are the text of the Illinois administrative codes on due process hearings and mediation and a disciplinary action form. (SW)

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ED 386 003

HANDBOOK ON:

RIGHTS RESPONSIBILITIES PROCEDURES

for

Illinois Center for Rehabilitation and Education-Roosevelt ·
Illinois School for the Deaf
Illinois School for the Visually Impaired

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Illinois Department of Rehabilitation Services

EC 301205

Change # **95-1**

SCHOOL HANDBOOK

Date: Feb. 7, 1995

Illinois Department of Rehabilitation Services

The School Handbook has been developed for the Illinois Center for Rehabilitation and Education-Roosevelt, Illinois School for the Deaf and the Illinois School for the Visually Impaired using input from various groups and individuals from inside and outside DORS. This handbook is intended to provide parents/guardians, students and staff a standard reference for the policies and procedures that affect all three schools.

This revision contains many updates which will promote ease of use, and facilitate future changes in policy and procedure being distributed in a more timely fashion.

Please discard previous editions of the School Handbook and replace with the attached version.

Prepared By: Susan Warrner, Manager
Regulations and Procedures

Audrey McCrimon
Director

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I. PREFACE

This Handbook was developed by the Regulations and Procedures Division in conjunction with the Illinois Center for Rehabilitation and Education - Roosevelt ICRE-R), the Illinois School for the Deaf (ISD), the Illinois School for the Visually Impaired (ISVI), and the administration of the Division of Educational Services.

The basic goals were to develop a Handbook which would:

1. clearly state the major policies and procedures which directly affect the students and their parents, and which the three schools operated by DORS share in common;

2. ensure uniformity among these schools on such policies and procedures, where desirable, but allow for differences to meet demonstrated individual needs of a school or its students; and

3. serve as a base for each school as it develops an addendum which would include policies and procedures which pertain only to its unique needs and not to the other two schools.

This Handbook will be evaluated periodically to determine the extent that it meets those goals. Revisions will be made as needs are identified.

RESOURCES

The following federal and state laws, rules and information relating to this Handbook and to special education may be obtained from the superintendent of each school.

- Rules and Regulations to Govern the Administration and Operation of the State Schools (89 Ill. Adm. Code 750 through 825)
- Nonacademic Rules (89 Ill. Adm. Code 830)
- Rules of Conduct (Ill. Adm. Code 827)
- Sex Equity Rules (89 Ill. Adm. Code 829)
- Administrative Reviews and Hearings (89 Ill. Adm. Code 510)
- Student Records Rules (23 Ill. Adm. Code 375)
- Illinois School Student Records Act [105 ILCS 10/1] (Ill. Rev. Stats. Ch. 122, Par. 50-1 et seq.)
- Special Education Rules for Illinois (23 Ill. Adm. Code 226)
- A Parents' Guide: The Educational Rights of Handicapped Children (ISBE)
- The U.S. Family Educational Rights and Privacy Act of 1974
- P.L. 94-142, The Education for All Handicapped Children Act

II. STUDENT AND PARENT INFORMATION

MAIL

One of the major goals of each of the three schools is to encourage and assist students and their parents to maintain strong, active ties while the students are away from their homes. Frequent correspondence whether by letter, packages, or personal gifts, is one way of sustaining these relationships.

Parents are encouraged to write to their children often. If due to age or some other cause a child is unable to read mail, staff will provide the needed assistance. Staff will also write or assist students in writing letters if assistance is needed.

Regardless of whether students handle their mail independently or require assistance, confidentiality is maintained by staff. They shall not read a student's mail unless asked to do so by the student.

The schools do not provide postage for mailing personal letters or packages.

TELEPHONE CALLS

Frequent telephone communications by the students enrolled in the schools with their families and friends are encouraged, but they must be made at no cost to the schools.

Each school has telephones which students may use and all schools have TTYs. Students should learn the specific rules on telephone use which apply to their respective school, but in general school phones or TTYs may not be used by students to place toll calls unless there are pay phones or arrangements have been made to reverse the charges or to use a credit card.

HOME VISITS

The frequency with which students visit their homes depends on a number of factors including distance and the availability of public transportation, but DORS and the schools strongly encourage all parents to have their children come home on weekends as often as possible.

Although a number of activities are scheduled each weekend at each school, they cannot take the place of going home, particularly for the younger students. Many older students become so involved in sports and other activities that they may elect to remain at school some weekends rather than go home.

Parents should explore the possibility of developing car pools and other means of ensuring that their child can come home as frequently as feasible. Travel arrangements should be scheduled to ensure students do not leave school early or return late for classes.

Arrangements for students to visit in the homes of friends require written permission from both sets of parents or guardians in consultation with school staff.

PREARRANGED ABSENCES

Due to an emergency at home or some other major cause, parents may wish to have their child home for a period of time while the school is in session. In an emergency parents may have time to do little more than inform the school when and how their child will leave for home.

If time permits, the parents should contact the Superintendent/Building Principal at least five school days in advance of an absence with the reasons they wish to take their child out of school, and the dates and times of departure and return. If the school believes the reasons for the planned absence are not adequate, the parents may be asked to reconsider.

If the school concurs with the request, the student's teacher(s) will provide assignments which the student should complete while away from school to reduce the amount of make-up work required when the student returns to school.

Both the parents and students should realize that absences should be kept to a minimum and that if too much time is missed, students may have to repeat a course or a grade.

VACATIONS, HOLIDAYS AND OTHER PERIODS WHEN THE SCHOOLS CLOSE

In addition to the summer and winter vacations and the spring break, there are a number of long weekends during the year when the schools close and all students must leave the campuses.

At the beginning of each school year, students and their parents will be informed of the dates their school will open and close that year. In general when a school closes and the students are required to leave, the school assumes the responsibility for arranging chartered buses or other transportation services between the school and a central point in the major population centers of the state. Travel arrangements for students who live in less populated areas usually are handled on an individual or small group basis and are often arranged by parents. Since the Illinois School for the Deaf and the Illinois School for the

Visually Impaired are both located in Jacksonville, parents of students in those two schools often form car pools for transporting their children to and from school. Also, at times, the same bus is used to transport some students from both schools.

Regardless of how students travel to and from the schools, both the students and the parents must have a specific understanding of all of the details prior to the trips so there will be no chance of a student being stranded or missing a bus.

Students are encouraged to visit their homes frequently, but the schools have no responsibility for paying for transportation when students go home unless otherwise specified in the student's Individualized Education Program (IEP).

All staff members or registered volunteers of the Department of Rehabilitation Services who transport ISD, ISVI or ICRE students to train or bus stations, airports, etc. for the purpose of the student's returning home or to other destinations, must follow the procedure below:

a) The staff member or volunteer must remain with the student(s) until such time as the student(s) boards the common carrier and the common carrier departs the station/depot/airport.

b) If the transportation is at least thirty minutes late departing or the mode of transportation has to be changed, the staff member or volunteer must call the parent/guardian of the student and inform them that:

"_____ has departed _____ on the
Name of Student Name of City

_____at_____AM/PM and is expected
Bus, Train, Plane

to arrive at_____AM/PM." If the parent/guardian cannot be reached, the staff member or volunteer must call the emergency number that the parent/guardian has furnished. The staff member or volunteer must continue to call until the parent/guardian or emergency contact has been reached and notified of the change in the previously arranged travel plans.

c) If applicable the staff member or volunteer must also take a TTY to the departure point for the purpose of calling families who are hearing impaired.

d) In case of an emergency/unusual situation (e.g., staff member becomes ill and cannot stay with the student; student becomes ill and cannot board the common carrier; or the parent/guardian cannot pick up the

student as planned) the staff member or volunteer will immediately call the superintendent of the school or designee to report the emergency.

e) The superintendent or designee will handle the emergency/unusual situation as is deemed appropriate.

STUDENT TRUST FUND AND OTHER VALUABLES OF STUDENTS

Funds

In order to provide reasonable security for students' money, each school maintains a Student Trust Fund which is subject to the usual accounting controls and to audits by DORS' Internal Audit Unit and by the Auditor General's Office.

It is the policy of the schools that students shall not keep a substantial amount of money on their persons or in their rooms, but will deposit it in the Student Trust Fund which in turn deposits it in a local bank.

These Trust Funds, from the perspective of the students and parents, have many similarities to a bank. Money can be deposited in the Funds by students or parents in person or by mail. In the case of younger students, deposits are usually made by the parents but regardless of who makes the deposit or how it is made, a receipt is provided to the depositor.

Parents are expected to leave instructions each year with the superintendent or his/her designee regarding any restrictions or special considerations they wish to apply to withdrawals of the money deposited in the Trust Fund for their child.

Students may make withdrawals, subject to any limitations the parents may have imposed, of their money from the Trust Fund in increments of their choosing. A student requesting an unusually large amount for no apparent reason may be asked to explain the need before the request will be approved. Students must sign a dated form acknowledging receipt of any funds withdrawn from the Fund. This form serves the same purpose as a check or withdrawal slip when one withdraws funds from a bank.

School staff provide needed assistance to students in depositing or withdrawing money from the Fund. As the students grow older they are encouraged to exercise greater independence in managing their money.

Parents or students will be informed of their balances in the Fund on a regular basis and on request. Parents are responsible for ensuring that an adequate balance is maintained to provide their child with sufficient money for personal items, allowance and other expenditures which are the responsibility of the student.

Interest earned on Funds deposited into the Student Trust Fund will not be credited to an individual's balance in the Student Trust Fund. All interest accrued will be credited to the "Needy Student Fund".

Other Valuables

Keeping valuable jewelry or similar items on campus is discouraged. Radios, television sets, tape recorders, computers and other expensive equipment owned and brought on campus by students must have the student's name engraved on them. If such equipment has a serial number, it should be recorded.

The schools will do everything within reason to help recover a missing item belonging to students, but the schools have no responsibility or authority to provide funds to replace the item if it cannot be found, or is damaged.

RELIGIOUS ACTIVITIES

Each school will cooperate with parents and students in arranging for students to participate in the religious activities of the parents' (or students' if 18 years of age or older) choice. The schools shall respect the right of the parents or students not to participate in religious activities.

SEX EQUITY

The schools do not discriminate on the basis of sex in the provision of programs, activities, services or benefits and they guarantee both sexes equal access to educational and extracurricular programs and activities.

The Illinois Department of Rehabilitation Services' rules on Sex Equity (89 Ill. Adm. Code 829) apply to the schools.

STATUS OF STUDENTS 18 YEARS OF AGE OR OLDER WHILE THEY ARE ENROLLED AT A STATE SCHOOL

As students reach certain ages, legal control of, and responsibility for, their actions shift from their parents and others to them. They also become legally eligible for certain activities and privileges which were not available to them at a younger age.

From a strictly legal standpoint, students at the schools have the same legal rights, privileges, and responsibilities as other persons their age. But, because the schools are primarily for children and it is not feasible to individualize some rules, there are some activities older students must forgo, while at the school, as a condition of being eligible to continue as students. They must observe the rules of the school which apply to them, regardless of age.

The major areas of difference between the older students' strictly legal rights and school rules are related to:

1) The use of tobacco. Each school has specific rules on when and where tobacco may be used by students who are of legal age while they are on campus or under the direct control and care of the school.

2) The possession or use of alcohol. The rules of all three schools prohibit the possession or use of alcoholic beverages by students of any age while under the jurisdiction of the school, regardless of whether they are on or off campus.

3) The use of automobiles and motor bikes by students on or near the campus must be approved by the superintendent for space and safety reasons. (See 89 Ill. Adm. Code 830.120)

4) The observation of a schedule. Each school has schedules which must be followed by all students regardless of age, but schedules are more flexible for older students than for younger ones.

5) Residency in a dormitory when school is in session. The rules of all three schools require that students in attendance at a DORS' school live with their parents, guardians, or foster parents. If the distance from home to school precludes such living arrangements, students must live in a dormitory provided by the DORS' school. Students attending ICRE who are enrolled in the Independent Living Apartment Program Off-Campus Living Experience are exceptions to the rule, but must reside in the apartment provided by the school. Exceptions to the student residency requirements must

be approved by the Director of the Department of Rehabilitation Services.

Family Educational Rights and Privacy Act
and
The Illinois School Student Records Act

The parent of a student enrolled in DORS' schools has the right to:

1. Inspect and copy permanent and temporary records;

2. Control access and release of school student records, and to request a copy of information released;

3. Challenge the contents of the school student record;

4. Copy any school student record or information contained therein proposed to be destroyed or deleted and the school's schedule for reviewing and destroying such information;

5. Prohibit the release of information into a Student Directory; and,

6. Inspect and challenge the information contained in a school student record prior to transfer of the record to another school district, in the event of the transfer of the student to that district.

All rights and privileges accorded to a parent under this policy become exclusively those of the student upon his 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever occurs first.

The DORS' Schools designates the following items as Directory Information: name, address, gender, grade level, birth date, parents' names and addresses, and period of attendance in the school. Prior to the release of directory information, parents shall be notified in writing. The notification shall include the following: date of notification, parents' names, name of student, directory information to be released, and the scheduled date of release. Written notification must be received from parents by September 15 of the current school year if they do not want said information published.

STUDENT RECORDS POLICIES AND PROCEDURES

Definitions

For the purposes of this policy, the Department of Rehabilitation Services Schools have used the following definitions of terms.

Student--any person who attends or has attended the Illinois school for the Deaf. All rights and privileges accorded to a parent under this policy shall become exclusively those of the student upon his 18th birthday, graduation from secondary school, marriage or entry into military service, whichever occurs first.

Parent--either a natural parent of the student, a legal guardian or custodian if one has been appointed, or other person who has the primary responsibility for the care and upbringing of the student.

Student Permanent Record--means and shall consist of:

Basic identifying information, including students and parents names and addresses, birth date and place, and gender;

Academic transcript, including grades, class rank, graduation date, grade level achieved and scores on college entrance examinations;

Attendance record;

Accident reports and health record;

Record of release of permanent record information; and,

May also consist of:

Honors and awards received; and,

Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the student permanent record.

Student Temporary Record--means and shall include a record of release of temporary record information, and all information not required to be in the student permanent record, which may include;

Family background information;
Intelligence test scores, group and individual;

Aptitude test scores;

Reports of psychological evaluations including information on intelligence, personality and academic information obtained through test administration, observation, or interviews;

Elementary and secondary achievement level test results;

Participation in extracurricular activities including any offices held in school sponsored clubs or organizations;

Honors and awards received;

Teacher anecdotal records;

Disciplinary information;

Special education files including the report of the multidisciplinary staffing on which placement or nonplacement was based, and all records and tape recordings relating to special agencies or organizations; and

Other verified information of clear relevance to the education of the student.

Rights of Students and Parents

All rights and privileges accorded to a parent under this policy shall become exclusively those of the student upon his 18th birthday, graduation from secondary school, marriage or entry into military service, whichever occurs first.

Therefore, rights accorded to a parent in this policy may be exercised by such parent only while the student is less than eighteen, has not graduated from secondary school, has not entered into military service or has not married, whichever occurs first. Thereafter, any right accorded to a parent may be exercised only by the student.

Notification

Upon the initial enrollment or transfer of a student to the school, the school shall notify the student and the student's parents of their Family Educational Rights and Privacy Act rights (FERPA); the school shall also notify parents of currently enrolled students through an annual publication in their child's student handbook. (It should be noted that the notification shall be in English and in the language of the child's primary speaking ability.)

Procedures to Inspect Education Records

Parents or students, or someone designated by the parent as a representative, may inspect and review the students education records upon request; however, students may only view the permanent record.

Parents or students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The official records custodian will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given in 15 school days or less from the receipt of the request.

Refusal to Provide Copies

If the record involves answers to a standardized test, the Illinois School for the Deaf will not provide a parent a copy of standardized test questions.

Fees for Copies of Records

The fees for copies will be ten cents per page.

However, no parent or student shall be denied a requested copy of school student records due to inability to bear the cost of such copying.

Custodian and Types of Records

To receive records, parents or students should notify the official records custodian.

The records available are the student's permanent records and temporary records.

Disclosure of Education Records

No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated except as follows:

To a parent or student or person specifically designated as a representative by a parent;

To an employee or official of the school or school district or Illinois State Board of Education with current

demonstrable educational or administrative interest in the student, in furtherance of such interest;

To the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student;

To any person for the purpose of research, statistical reporting or planning, provided that no student or parent can be identified from the information released and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records;

Pursuant to a court order, provided that the parent shall be given prompt written notice upon receipt of such order of the terms of the order, the nature and substance of the information proposed to be released in compliance with such order and an opportunity to inspect and copy the school student records and to challenge their contents;

To any person as specifically required by State or Federal law;

Subject to regulations of the Illinois State Board of Education, in connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; or

To any person with the prior specific dated written consent of the parent designating the person to whom the records may be released, provided that at the time any such consent is requested or obtained, the parent shall be advised in writing that he has the right to inspect and copy such records in accordance with the Procedures to Inspect Records section.

Record of Requests for Disclosure

A record of any release of information pursuant to the previous section must be made and kept as a part of the school permanent student record and subject to the access granted by the Procedures to Inspect Records section. Such record of release shall be maintained for the life of the school student records and shall be available only to the parent and the official records custodian. Each record of release shall also include:

The nature and substance of the information released;

The name and signature of the official records custodian releasing such information;

The name of the person requesting such information, the capacity in which such a request has been made, and the purpose of such request;

The date of the release; and

A copy of any consent to such release.

Except for the student and his parents, no person to whom information is released pursuant to this section and no person specifically designated as a representative by a parent may permit any other person to have access to such information without a prior consent of the parent obtained in accordance with the requirements as stated above.

Nothing in this policy shall prohibit the publication of student directories which list student names, addresses and other identifying information and similar publications which comply with regulations and law.

Directory Information

The Illinois School for the Deaf designates the following items as Directory Information: student name, address, gender, grade level, birth date, parents' names and addresses, and period of attendance in the school. Prior to the release of directory information, parents shall be notified in writing.

The notification shall include the following: date of notification, parent's names, name of student, directory information to be released, and the scheduled date of release. The school shall require written notification by September 15 of the current school from parents if they do not want said information published.

Correction of Education Records

Parents have the right to a hearing to challenge any entry, exclusive of grades, in the school student records on the basis of:

accuracy;
relevance; or,
propriety.

The request for a hearing shall be submitted in writing to the school principal and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge. The

procedures for hearings as established in the 1989 Illinois Administrative Code Part 510 shall be followed for any hearing.

Modification of Record

Parents have the right to insert in their child's school student record a statement of reasonable length setting forth their position on any disputed information contained in that record. The school shall include a copy of such statement in any subsequent dissemination of the information in dispute.

Maintenance

Student records shall be reviewed at least every four years during a student's attendance at school to verify entries and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information.

Upon graduation, transfer or permanent withdrawal of a student from a school, the school shall notify the parents and the student of the destruction schedule for the student permanent record and the student temporary record and of the right to request a copy of such records at any time prior to their destruction. Notification must consist of the following: date of notification, parent name, name of records custodian, name of students and the scheduled destruction date of temporary and permanent records.

Each school shall maintain student permanent records and the information contained therein for not less than 60 years after the student has transferred, graduated or otherwise permanently withdrawn from the school.

No school shall maintain any student temporary record or the information therein beyond its period of usefulness to the student and the school, and in no case longer than five years after the student has transferred, graduated or otherwise permanently withdrawn from the school. Notwithstanding the foregoing, a school may maintain indefinitely anonymous information from student temporary records for authorized research, statistical reporting or planning purposes, provided that no student or parent can be individually identified from the information maintained.

Upon graduation or permanent withdrawal of a student, psychological evaluations, special education files and other information contained in the student temporary record which may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. The school shall explain to the student and the parent the future usefulness of these records.

Records may be maintained at the school for a period of seven years after the student has transferred, graduated or otherwise permanently withdrawn from the school. After such period, the records may be maintained in the State Archives or other secure facility until destruction. Any such records stored away from the school shall remain subject to these policies, including access, inspection and disclosure.

No record may be destroyed except in accordance with authority from the State Records Commission.

VOCATIONAL AND EDUCATIONAL COUNSELING

A joint, primary goal of each school and of the DORS' vocational rehabilitation program is to assist students to develop realistic vocational objectives and to make a successful transition from school to employment or into a post secondary educational or training program. Beginning in the elementary grades and continuing through high school, the students are provided with career awareness, vocational exploration and related vocational training and counseling programs by the staff of the school. When students reach 14 years of age the DORS' rehabilitation counselor, in cooperation with school staff, will work with and counsel them to develop plans to ensure that the transition is smooth and effective.

If the plan includes post secondary education or training, the counselor will explain the major potential sources of financial assistance available to the student for tuition, books and supplies, living expenses, transportation, etc. DORS maintains close working relationships with the Illinois State Scholarship Commission, the financial aid officers of the various post secondary education or training facilities, and other funding sources.

Information about financial aid for further training is also an ongoing part of each school's programs of career planning and vocational counseling of its students.

Through the coordinated efforts of the schools and DORS' vocational rehabilitation counselors, an attempt will be made to obtain financial support for interested and eligible students to continue their education or training in a college or trade school after they leave the school.

Students whose families have adequate financial resources are expected to participate in the cost of the student's further education in accordance with established DORS policies.

After students graduate, the school's rehabilitation counselor, the counselors from their home community, and other DORS vocational rehabilitation resources remain available to provide the wide array of services which may be needed to assist the

graduates to complete the transition process and to obtain employment appropriate to their interests and abilities.

WORK PROGRAMS FOR STUDENTS

Part-time employment during the school year is of interest and value to many students. It not only gives them a chance to earn some money, but also provides valuable, first-hand experiences about the world of work which enable them to make more realistic career decisions.

The schools have active student work programs. They have a number of jobs on campus where students can work part-time for pay in such areas as offices, media centers, dietary, housekeeping, and buildings and grounds. In addition each school has staff to assist students in obtaining part-time jobs in a wide range of activities off campus in the community where the school is located. In most cases, school staff provide some on-site training and supervision of students placed in off campus jobs.

The schools and DORS vocational rehabilitation counselors work closely together. Often through their coordinated efforts, students are assisted in securing jobs in their home communities during the summer vacations.

The basic goal of these programs is to provide the participating students with a broad range of on-the-job experiences. Usually students start in a relatively simple job the first year they are in a program, but the skill and responsibility requirements of the jobs become increasingly complex as the students gain experience and demonstrate adequate abilities.

A number of students, as a result of these programs, have developed adequate skills by the end of their senior year to enable them to go into full-time employment if they wish to rather than to go on for further education or training.

MEDICAL PROGRAMS AND POLICIES

One of the major missions assigned to the Illinois Center for Education and Rehabilitation - Roosevelt (ICRE-R) when it was established was to provide quality medical and related services for children with severe physical and health impairments. Consequently, this facility provides comprehensive medical, nursing, physical therapy, occupational therapy and nutrition services, complete with both prescription and non-prescription medications, supplies, and devices for its students. The medical or related services provided to students while they are on the ICRE campus will be billed to Medicaid, when possible with the services not covered by Public Aid to be paid by ICRE-R. If the service is provided off campus the cost must be paid by a source other than ICRE.

Due to the different chronic health needs of their students, the Illinois School for the Deaf and the Illinois School for the Visually Impaired provide far less comprehensive medical services than the Illinois Center for Education and Rehabilitation. Part time physicians, full time nurses and limited services of occupational and physical therapy are provided by the schools to handle the health and treatment programs for the students. The Illinois School for the Visually Impaired maintains a health center for its students and a 24 hour a day, seven day a week infirmary is provided at the Illinois School for the Deaf to serve the students of both schools who are too ill to stay in the dormitory, but not ill enough to require hospitalization. The students, their parents or guardian, Medicaid, insurance or some other source must pay the cost of any prescription medications, supplies or devices and of any non-prescription items other than such basics as cough medicine, band aids, and cotton swabs, unless otherwise designated on the student's IEP.

The following medical and related services and policies apply to all three schools:

A medical history for each prospective student (and any relevant medical information about family members) is required as a part of the application to determine the child's eligibility for admission and to plan his/her school program. The results of a recent general physical examination and a record of immunizations must be included. A medical consent form must also be signed by each student's parents or guardian allowing the school to provide routine medical procedures to the student and to authorize hospitalization or non-routine medical procedures if a medical emergency should develop and the parents cannot be reached immediately. However, the school does not have fiscal responsibility for the costs resulting from any such hospitalization or medical procedure.

After a student is enrolled in one of the schools, that school will provide reasonable assistance to the parents in locating a source, and in arranging needed medical services which are beyond the resources or policies of the school, providing there is a clear understanding that the parents or some source other than the school will pay for such medical services.

Each of the schools maintains active relationships with various public and private agencies that may be able to provide free or low cost medical services for students. If Medicaid or insurance benefits apply, the parents must supply a copy of the current green card or insurance information.

In order to provide students with the best medical care, if students receive medical treatment other than that prescribed by school health officials, the parents or guardian must inform school staff of such treatment and provide written medical information pertinent to that treatment.

If the student requires medication for any reason, such medication will be administered and/or delivered by the nursing staff of the school. At any time when nursing staff is not available, the school's nursing staff will prepare a unit dose for the student for delivery to the student for self-medication, provided that the student's personal physician or that of the school approves such self-medication. Students that have achieved a level of independence and maturity deemed appropriate by their personal or school physician may keep and self administer medications as prescribed by that physician. In cases where self-medication will be the method by which the medications will be administered the consumption of the medication will be observed by school staff to ensure the safety of the student and that the medications are taken in the prescribed manner."

The State Schools recognize their responsibility to students and staff. In dealing with chronic infectious diseases, including hepatitis, AIDS, ARC and HIV seroprevalence, each school will ensure the rights of the individual, as well as the health and welfare of the students and staff. Each State School has adopted the recommendations and procedures contained in "Management of Chronic Infectious Diseases in Illinois School Children", published by the Illinois State Board of Education and the Illinois Department of Public Health.

Students and staff will be informed and educated regarding chronic infectious diseases, including their origin, and routes and risks of transmission. However, no student may be forced to take such instruction if the parent objects. [105 ILCS 5/27-11].

When a student returns to the School after an absence due to any acute or chronic infectious disease, the Superintendent shall require the student to present a certificate from a physician licensed in the State of Illinois stating that the student's attendance is not medically contraindicated. A DORS school principal can only inform other school staff that an HIV infected student is enrolled in a DORS school when, in his or her opinion, it is necessary to do so. Prior permission of the principal's chain of command through the Director of Educational Services is required prior to informing other persons, although identifying information may not be disclosed to obtain that approval.

DORS schools comply with all laws concerning confidentiality and professional guidelines and will comply with medical and legal changes regarding chronic infectious diseases.

Head Lice Procedures:

Assessment: A diagnosis will be made by the School Physician or Nurse whether or not a student has head lice or nits (whitish material firmly attached to the hair shafts within 1/2 inch of the scalp, lice eggs). Bite wounds may be present on the scalp, especially on the back of the head, neck and ears. Once a

student is identified to have the louse or nit present classmates and dorm student's roommates will be evaluated by the nurse.

Treatment: NIX Cream Rinse (Permethrin 1%)

Procedure: Use the rinse as directed on the label: Hair is first shampooed, rinsed and towel dried. The hair is then saturated with a sufficient amount of NIX to cover all of the hair, wait 10 minutes, and then rinse with water. Nits are then removed with a fine tooth comb.

Residential students: The nurse, wearing gloves, applies NIX rinse avoiding the eyes (see procedure above). All combs and hair brushes are soaked for 10 minutes at 140 F. All soiled towels and clothing are put into a sealed plastic bag until the articles are washed in hot soapy water and machine dried. Students are re-treated in 7-10 days if evidence of infestation remains.

Nonresidential Students: A phone call will be made informing parents/guardians their child has lice and that the student must be removed from the school as soon as possible. The recommendation will be made to seek medical care from a physician and suggesting treatment for all household members the same day. The same cleaning procedures as used in the dormitory will also be recommended to the parents.

In the event a parent of a non-residential student cannot be contacted within a two hour time frame, the school nurse will treat the student to facilitate returning the student to the classroom until the parent is contacted. Treatment will be consistent with that administered to residential students. If the clothing of a non-residential student is infested, clothing will be loaned to the student while his/her own clothing is being laundered.

Instructions to the dormitory staff: All washable clothing, towels, and bed linens used by the student being treated are to be washed in hot water exceeding 126 F for at least five minutes. Machine dry articles whenever possible. If not possible, then iron. All clothing, hats, scarves, book bags, etc. that cannot be machine washed are to be dry cleaned. Items that cannot be machine washed or dry cleaned are to be sealed in air-tight plastic bags for ten days. Vacuum thoroughly all pieces of upholstered furniture which might harbor nits.

Communication with Parents:

Residential Students: A phone call will be made or letter sent to the parents advising them their child has been treated for head lice by the nursing staff, as soon as possible after treatment. If indicated, directions for home follow-up will be discussed.

Nonresidential Students: A phone call is made to the parents regarding finding lice on their child. Recommendations are in the above procedure.

Return to school:

Residential Student: After the student has been treated by the nursing staff the student may return to school.

Nonresidential Student: A student found to be infested may only be re-admitted to the school upon presentation of proof of appropriate treatment (e.g., note from physician, copy of prescription, proof of purchase of an over the counter product). Upon return to school the student will be re-examined by the nurse. The nurse will re-examine in 7-10 days.

Suggestions that may help prevent head lice transmission in a group:

Store all hats, scarves, and coats separately.

Avoid all games that include contact with the head.

Vacuum all carpeted areas daily.

Eliminate items from the environment that might harbor nits (e.g. overstuffed furniture).

Discourage sharing of personal items (combs, bath towels, etc.).

Store mats, pillows or similar items used for rest periods separately or in plastic bags assigned to each child. Vacuum frequently.

III. CODE OF CONDUCT

PHILOSOPHY OF DISCIPLINE

Discipline: "The training that corrects, molds or perfects the mental faculties or moral character." Webster's Seventh New Collegiate Dictionary

Although this code of conduct includes a lengthy list of rules, it should be understood that it is designed for the safety and well being of the individual student, the student body as a whole and the staff. To provide that protection it must list the violations which are being experienced by many schools throughout the state, because the schools enroll students from all areas of Illinois. The code should also be viewed by students, parents and staff as a positive measure which will assist in maintaining a school atmosphere conducive to maximum learning in the classrooms and enjoyable living in the dormitories, rather than as a punitive document.

For most students, just knowing the rules or the code enables them to conduct themselves in the appropriate manner. But some, for various reasons, exhibit behavior which interferes with the learning and living rights of others. When that occurs, it is the school's responsibility to take prompt corrective measures. Therefore, this code also includes a number of disciplinary actions which may be taken if students violate school rules or local or state law when under the schools' control. Infractions which occur when students are at home, or are otherwise under parental or guardian control, are not cause for disciplinary action by the schools, but the schools may cooperate with the parents or guardian on such matters.

According to the report of the 1983 National Commission on Excellence in Education, among the most valuable tools available to the educational system are "the natural abilities of the young that cry out to be developed and the undiminished concern of parents for the well-being of their children."

The goal of this code is to ensure that those tools are properly used.

ADMINISTRATION OF THE CODE OF CONDUCT

In administering this code of conduct, sufficient flexibility is allowed to enable responsible staff to exercise sound, professional judgment in determining the disciplinary action which will be taken when a student is involved in an infraction. Each case is judged individually by experienced staff who take all relevant factors into consideration when reaching a decision. Each function or responsibility of the superintendent listed in this Handbook may be delegated to a designee unless it is

specifically stated that the matter is to be handled only by the superintendent.

Although there are elements of punishment in most disciplinary actions, staff's primary goals in determining and administering actions are to modify students' future behavior so they will participate more appropriately in school programs, and to protect the rights and safety of the students and staff.

The IL 488-1555 (Report of an Infraction by a Student and the Disciplinary Action Taken) form (see copy at end of this handbook) lists both the infractions and the disciplinary actions in order of increasing severity. In most cases, the more serious the infraction, or the more frequently a student displays that behavior, the more severe the disciplinary action which will be taken. But, exceptions can be made when, in the professional judgment of the involved staff, they are warranted.

The Report of an Infraction (IL 488-1555) form is used to report to the Director of Educational Services (DES) the following infractions by students and the disciplinary actions taken by the school:

1) infractions #(23) through (42) as listed on the IL 488-1555 form when it has been determined by the superintendent that the student committed the infraction, regardless of the disciplinary action taken,

2) any infraction which results in disciplinary actions #(64) through (69), #(70) for over $25, or #(72) as listed on IL 488-1555, and

3) any other infraction when, in the opinion of the superintendent, it would be in the best interests of the involved student or the school to report it.

All IL 488-1555 forms for the above infractions and actions will be completed in duplicate and one copy will be placed in the student's temporary file and one copy will be sent to the Director of DES. This procedure does not replace the established policy of reporting unusual incidents to the Central Office of DORS found in Section 02-34 of the Management Operations Manual. At or near the end of each school year, staff designated by the superintendent may destroy all IL 488-1555 forms five years old or older unless the file contains a form that is less than one year old. In that case all forms must be retained until the next annual review.

The superintendent has the right to retain any or all forms for a longer period. Each school shall notify the Director of DES of the forms which have been destroyed so the Director's copies can also be destroyed.

To ensure consistency, the age of all forms shall be determined by computing the time which has lapsed between the date the form was completed and June 15 of the year the review is being made.

Confidentiality will be maintained in reviewing and destroying all forms.

Each school shall maintain a system for recording and internal reporting of all infractions and disciplinary actions which are not reported to the Director of DES.

RIGHTS AND RESPONSIBILITIES

STUDENTS' RIGHTS

DORS State Schools shall be responsible for ensuring that those students enrolled enjoy rights and privileges equal to those of all other children.

Students have the right to:

- meaningful learning experiences through an appropriate and challenging curriculum
- opportunities to assist in making decisions on programs and activities in which they participate
- expect protection from physical or verbal abuse and a school climate free of violence and disruptions
- be provided with a written code of conduct which clearly and concisely describes behavior which is unacceptable at the school
- be informed of the reasons for any discipline which may be administered
- be disciplined in a humane and appropriate manner and if possible in private
- adult representation as needed when they are in significant conflict with school authorities
- due process procedures in matters of disciplinary action
- receive a copy of the Rules and Regulations to Govern the Administration and Operation of the State Schools, and this document and to exercise all the student rights listed therein
- be educated in the least restrictive environment, and in the most effective modality

- health, safety and sanitation conditions which meet applicable standards

- participate in a transitioning process

- have the contents of this Handbook explained to them by staff when it is distributed

- have the right to apply for Vocational Rehabilitation services prior to leaving high school if age sixteen or older.

STUDENTS' RESPONSIBILITIES

Students should:

- as appropriate to their reading and communication levels, become familiar with this code of conduct, the Rules and Regulations to Govern the Administration and Operation of the State Schools and other pertinent state school rules

- obey state school rules, and city, state and federal law

- respect the rights and property of fellow students and state school personnel

- avoid the use of abusive or vulgar verbal or written language

- dress appropriately and maintain proper personal cleanliness and hygiene

- respect authority in classrooms, offices, activity areas, dormitories, and dining rooms throughout the campus and at school sponsored activities

- respect and care for school and community property

- attain their best level of achievement

- be punctual and regularly attend all scheduled school activities

- not disrupt the educational, dormitory living, or rehabilitation process

- be responsible for their own actions

PARENTS' AND GUARDIANS' RIGHTS

Parents and guardians have the right to:

- receive a copy of the Rules and Regulations to Govern the Administration and Operation of the State Schools, and this

document and to exercise all of the parental rights listed therein

- be meaningfully involved in planning the elective components of their child's educational, child care and related programs at the school

- have reasonable access to all school staff to discuss any matters concerning their child as a student at the school

- be promptly notified if their child is ill or injured (minor illnesses and injuries and routine medical procedures common to the school and for which the parents have given written informed consent are excluded) and to give their prior approval before anything other than minor routine medical procedures are initiated. This right is waived in case of life threatening situations when the parents cannot be reached immediately and emergency action is essential.

- be promptly notified if their child seriously violates the school's rules and regulations or this code of conduct

- share in their child's right to due process in matters of disciplinary actions

- share in the activities of the school's various parent organizations

- receive periodic official reports of their child's progress at school

- know that disruptive action of a few students will not be permitted to interfere with the opportunities of the majority for academic and social growth

- know the health and safety of their child will be protected and that their child will not be victimized by students or staff

PARENTS' AND GUARDIANS' RESPONSIBILITIES

Parents and guardians should:

- provide their child with the emotional support and guidance needed to assist the development of confidence and independence

- instill in their child respect for the law, for lawful authority, for the rights of others, and for public and private property

- maintain an active relationship with their child: have their child come home as frequently as is feasible, visit the school whenever possible, and write or phone on a regular basis

- provide their child with adequate and appropriate clothing and funds for spending money, personal items and incidental expenses

- safeguard their child's physical and mental health and assure that the appropriate immunizations, health examinations, and medical and dental procedures are provided

- talk with their child about school activities and share with the child and the staff an active interest in the child's progress and programs

- attend individual and group conferences and special school programs whenever possible

- recognize that at times, in matters relating to discipline and conduct at school, the staff may be required to temporarily assume some parental responsibilities for their child, but that the parents have the ultimate responsibility for and authority over their child

- cooperate with the school in fulfilling recommendations and in carrying out disciplinary actions taken in the best interests of their child

- become familiar with the contents of this document and the Rules and Regulations to Govern the Administration and Operation of the State Schools and exercise the rights provided, as needed

- fully support the school when they believe it is acting in the best interests of their child, but not hesitate to exercise the rights of due process if they are convinced their child's rights or welfare are being abused

- keep the school informed at all times of their proper address and a means for reaching them in case of an emergency

- participate in the IEP process as a full partner

RESIDENTIAL CARE SERVICE WORKERS' RIGHTS

Residential Care Service Workers have the right to:

- require a reasonable standard of orderly behavior in the area for which they have responsibility

- have the earned respect of students, fellow staff members and the school administration

- appropriately protect themselves, another staff member or a student from assault or harassment

- exclude a student who violates student discipline rules from an activity, in accordance with approved procedures, when warranted

- request the supervisor to schedule a conference with all parties involved when a student's behavioral problem has not been satisfactorily resolved

- support and assistance from the administration in the maintenance of control and discipline, if needed

RESIDENTIAL CARE WORKERS' RESPONSIBILITIES

Residential Care Workers should:

- develop and enforce a Dormitory Management Plan that is approved by the superintendent

- be guided by professional ethics in relationships with others

- inform parents, in accordance with approved school procedures, about the progress and conduct of students

- show concern and respect for each student

- plan and conduct an effective and motivating child care program

- manage dormitory routines in a manner that contributes to independent living skills, well-ordered leisure time activities and the development of appropriate social skills

- be sensitive to the needs and behavior of students and alert to changes that require additional assistance for a student

- know and enforce the rules courteously, consistently and fairly and, insofar as feasible, deal with misconduct quickly, firmly and impartially, but recognize that special characteristics or needs of a given student may make modifications advisable

- handle behavior problems according to established practices

- report undesirable behavior or activities and disciplinary action taken to their supervisors in a timely manner and in accordance with established procedures

- take advantage of opportunities for professional growth at all levels

SUPPORT SERVICE AND PARAPROFESSIONAL STAFFS' RIGHTS

Support Service and paraprofessional staff other than Residential Care Workers have the right to:

- require a reasonable standard of student behavior in the areas for which they have responsibility

- have the earned respect of students, fellow staff members and the school administration

- appropriately protect themselves, another staff member or a student from an assault or harassment

- exclude a student who violates student discipline rules from an activity, in accordance with approved procedures, when warranted

- request the supervisor to schedule a conference with all parties involved when a student's behavioral problem has not been satisfactorily resolved

- support and assistance from the administration in the maintenance of control and discipline, if needed

SUPPORT SERVICE AND PARAPROFESSIONAL STAFFS' RESPONSIBILITIES

Support service and paraprofessional staff other than Residential Care Service Workers should:

- develop and enforce a Service Management Plan, if appropriate, for their areas of responsibility, which is approved by their supervisors

- be guided by professional ethics in relationships with others

- inform parents, in accordance with established procedures, about the progress and conduct of students

- show concern and respect for each student

- plan and conduct an effective and motivational service program

- manage their contacts with the students in a manner that contributes to independent living skills, well-ordered leisure time activities and the development of appropriate social skills

- be sensitive to the needs and behavior of students and alert to changes that require additional assistance for a student

- know and enforce the rules courteously, consistently and fairly and, insofar as feasible, deal with misconduct quickly, firmly and impartially, but recognize that special characteristics or needs of a given student may make modifications advisable

- handle behavioral problems according to established practices

- report undesirable behavior or activities, and the disciplinary action taken, to their supervisors in a timely manner and in accordance with established procedures

- take advantage of opportunities for professional growth at all levels

TEACHERS' RIGHTS

Teachers have the right to:

- require a reasonable standard of orderly behavior in the classroom

- have the earned respect of students, parents, fellow staff members and the school administration

- appropriately protect themselves, another staff member or a student from assault or harassment

- exclude from class and send to the principal's office students who violate discipline rules when warranted

- request the principal to schedule a conference with all parties involved when a student's behavioral problem has not been satisfactorily resolved

- support and assistance from the administration in the maintenance of control and discipline in the classroom, if needed

TEACHERS' RESPONSIBILITIES

Teachers should:

- develop and enforce a Classroom Management Plan which is approved by the superintendent

- be familiar with all rules and regulations of the school which are pertinent to their duties and relationships with students

- be guided by professional ethics in relationships with others

- inform parents, in accordance with established procedures, about academic progress and conduct of students

- show concern and respect for each student

- plan and conduct an effective and motivating instructional program

- manage classroom routines in a manner which contributes to instruction, a well-ordered classroom and the development of civic responsibility

- be sensitive to the needs and behavior of students and alert to changes which require additional assistance for a student

- know and enforce the rules courteously, consistently and fairly and, insofar as feasible, deal with misconduct quickly, firmly and impartially, but recognize that special characteristics or needs of a given student may make modifications advisable

- handle behavior problems according to established practices

- report undesirable school situations to the principal promptly

- take advantage of opportunities for personal academic growth at all levels

- carry out assigned extracurricular duties to the best of their ability

PROFESSIONAL STAFF'S RIGHTS

Professional staff other than teachers have the right to:

- require a reasonable standard of orderly behavior during the time they are responsible for students
- have the earned respect of students, fellow staff members and the school administration
- appropriately protect themselves, another staff member or a student from assault or harassment
- exclude a pupil who violates discipline rules from their activity by sending the student to their supervisor when warranted
- request their supervisor to schedule a conference with all parties involved when a student's behavioral problem has not been satisfactorily resolved
- support and assistance from the administration in the maintenance of control and discipline, if needed

PROFESSIONAL STAFF'S RESPONSIBILITIES

Professional staff other than teachers should:

- develop and enforce a Management Plan for their areas of responsibility which has been approved by their supervisors
- be familiar with all rules and regulations of the school which are pertinent to their duties and relationships with students
- be guided by professional ethics in relationships with others
- inform parents, in accordance with established procedures, about progress and conduct of students in their areas of responsibility
- show concern and respect for each student
- plan and conduct their program for students in an effective and motivating manner
- be sensitive to the needs and behavior of students and alert to changes which require additional assistance for a student
- know and enforce the rules courteously, consistently and fairly and, insofar as feasible, deal with misconduct quickly, firmly and impartially, but recognize that special

characteristics or needs of a given student may make modifications advisable

- handle behavioral problems according to established practices

- report undesirable situations to their supervisors promptly

- take advantage of opportunities for professional growth at all levels

- carry out assigned extracurricular duties to the best of their ability

ADMINISTRATORS' RIGHTS

Administrators have the right to:

- have the earned respect of the students and staff

- require reasonable standards of competence of the staff who work directly with the students at the school

- enforce the rules and regulations which have been adopted to govern the schools

- exercise strong professional leadership directed toward improving the overall quality of the schools

- expect parents to become actively involved in assisting to resolve any significant issue pertaining to their child

- expect the appropriate support of DORS' central office staff

- exercise reasonable freedom and authority in resolving emergency situations

ADMINISTRATORS' RESPONSIBILITIES

Administrators should:

- ensure that the school provides educational and related services appropriate to its students' needs and that the individual needs and characteristics of each student are given the maximum consideration possible without jeopardizing the safety and welfare of other children

- ensure that all staff coming into contact with students treat them in a fair and equitable manner

- ensure that all staff are familiar with and practice all appropriate rules and regulations pertaining to students' and parents' rights, responsibilities and the code of conduct

- give staff the support needed to administer the code of conduct, but also maintain an atmosphere so that students are not reluctant to exercise their rights under the due process procedures

- make active efforts to involve the parents of the student in the various activities of the school including any major disciplinary issues involving their child

- keep the appropriate administrator(s) in the central office informed of all major disciplinary and other pertinent issues which arise

- be reasonably accessible to staff, parents and students

- encourage students to maximize opportunities to be independent and integrate into society

IV. INFRACTIONS

Infractions* of School Policies Include:

(10)* disturbing a class, a dormitory or school activity: disrupting school activities by such unacceptable behavior as making noise, inappropriate physical activity or comments

(11) tardiness: being late to a scheduled activity one is required to attend

(12) littering: discarding trash or other materials on the floor, grounds or other inappropriate places

(13) loitering: remaining in an area of the school for no apparent reason, after being asked by staff to leave

(14) inappropriate communication: using language or distributing material which is inappropriate for use with the group or individual to which it is addressed such as name calling, profanity, obscenity or derogatory statements

(15) cheating or lying: being dishonest, untruthful or intentionally deceptive

(16) insolence: being disrespectful in speech or action

(17) forged note or excuse: using a note or an excuse which is false or has been modified to mislead a staff person or another student

(18) smoking: smoking when or where smoking is prohibited or smoking by students under 18

(19) improper bus conduct: improper conduct while riding the bus such as smoking, annoying others, refusing to obey the bus driver or other staff, or endangering health or safety

(20) cutting class: being absent from a class without authorization

(21) off campus without permission: leaving campus without the approval of the appropriate staff or returning to campus later than the scheduled time

* These numbers correspond to the numbers on the IL 488-1555 for the same infractions.

(22) disrespect and insubordination: openly defying school staff, rules or authority

(23) intimidation or threats to others: threatening someone with the intent to cause that person anxiety or to do or not to do something against one's will

(24) gambling: betting or taking part in a game of chance or skill for money or material gain

(25) unlawful assembly: forming or participating in a group of three or more persons to cause violence, to do unlawful acts or to disturb others

(26) fighting: engaging in a physical struggle or conflict between two or more individuals with the intent of causing pain or injury

(27) vandalism: destroying or damaging public or private property in a willful manner. For the purpose of this code, vandalism is limited to damage under $100

(28) stealing: taking someone else's property without that person's permission. For the purposes of this code stealing is limited to items up to $100 in value

(29) trespassing: entering the land, property or the dormitory room of another person after receiving notice not to enter

(30) false fire alarm: activating a fire alarm intentionally with knowledge there is no fire or other reason to use the fire alarm system

(31) criminal damage to property: destroying or damaging public or private property valued over $100 in a willful manner

(32) possession, use or transfer of drugs, alcohol, other contraband, weapons or devices designed to produce bodily harm or death (e.g., guns, knives, tire irons and clubs)

(33) extortion: obtaining money or other valuables from another person by force or coercion

(34) bomb threat: telling someone, falsely, that a bomb exists, or stating the intent to obtain or use a bomb

(35) assault or battery: inflicting physical pain or injury or beating another person in a violent manner

(36) molesting: abusive or unwanted sexual activity with another person (e.g., intimidation, assaults)

(37) possession or sale of stolen property: having or selling property belonging to another person or the state without the consent of that person or the state

(38) break-in or forced entry: breaking a lock, window, etc. or using force to get into a building, room, or vehicle

(39) robbery: taking the property of another by force or threat of force

(40) arson: setting fires intentionally when there is a probability they will cause property damage, bodily injury, or anxiety

(41) larceny: obtaining another person's property illegally. For the purpose of this code larceny applies to property valued at $100 or more

(42) other: actions or conduct which is clearly inappropriate

V. POLICIES AND PROCEDURES FOR ADMINISTERING THE VARIOUS DISCIPLINARY ACTIONS

It is understood a given school may not use all of the disciplinary actions listed below, but those it does use must be administered in accordance with the provisions of this document.

(56) Counseling

Any staff person working directly with students may informally counsel a student on a given time-limited, relatively uncomplicated matter without prior supervisory approval. However, if the counseling is to be ongoing or if the situation which demonstrated the need for the counseling is complex, the person proposing to provide the counseling must notify the appropriate supervisor(s) up through the superintendent.

This procedure is required to ensure that:

- the supervisors agree with the proposed counseling and believe the person who is proposing to provide it is qualified. It may be decided for a variety of reasons that the counseling is needed, but should be provided by a social worker, a psychologist, a nurse or some other specialist,

- the superintendent can inform all appropriate staff, as needed, of the counseling and can coordinate all counseling efforts for a given student, and

- the superintendent can keep the student's parents informed of the child's problems and progress, and seek their active involvement when deemed appropriate.

(57) Verbal Reprimand

Any staff person may issue a verbal reprimand to a student for behavior which is not consistent with school policy or acceptable conduct. The language and conduct of the person issuing the reprimand must meet contemporary standards for professionals and paraprofessionals working with elementary and secondary school-aged children.

If the situation which resulted in the verbal reprimand is judged to be serious, the person who issued it must:

- notify appropriate supervisors, and

- notify the person who had official responsibility for the student reprimanded at the time the act which resulted in the reprimand was committed, if that person is someone other than the person issuing the reprimand.

(58) Written Reprimand

Ordinarily written reprimands are issued by staff who have direct responsibility for the student on an ongoing basis, i.e. teachers, residential care workers, their respective supervisors, etc. However, staff who do not have direct responsibility may issue a written reprimand if they observe the student in activities which warrant such action. Such staff must provide a copy of the reprimand to their supervisors, to the person who had official responsibility for the student at the time of the actions which caused the reprimand, and to the superintendent.

Staff who issue written reprimands to a student for whom they have direct responsibility must provide copies to their supervisor who in turn will provide copies through the chain of command up to the superintendent.

In no case shall a written reprimand become a part of the student's record without the prior written approval of the superintendent.

(59) Special Assignment of Duties

Only staff who have direct responsibility for a student and supervisors of such staff may make special assignments of duties for a student, e.g. the student's residential care worker, nurse, therapists, teacher, etc. and their respective direct chain of supervisors.

Such staff may make one special assignment per student per school year for disciplinary purposes without the prior approval of their supervisor if the assignment will not require more than three hours of the student's time and if their supervisor is notified. If the assignment will require more than three hours, or is the second one given to the student, prior approval must be received from the supervisor of the person making the assignment.

Special assignments made by supervisors which will require more than five hours of the student's time per school year must be approved by the superintendent.

Special assignments will not be made which may seriously humiliate, or will endanger the health or safety of the student.

(60) Retain After School

Any teacher may retain a student for up to one hour a day for three days per school year without prior approval of the teacher's supervisor. Retaining a student beyond that number of hours requires the prior approval of the responsible teacher's supervisor. In any event, the teacher's supervisor must be notified of the action.

The responsible residential care person must be informed that the student is being retained.

(61) Supervised Study

Teachers may assign a student supervised study without the prior approval of their supervisor for a period of up to three hours a week for no longer than two weeks per year, per student, during times the student would ordinarily be free. Assignments beyond those limits require the prior approval of the responsible supervising teacher. The appropriate supervisor must be informed of all such assignments.

(62) Withdrawal of Privileges

Since privileges, including extracurricular activities, vary substantially among the three schools, this disciplinary action must be individualized for each school. It will be the responsibility of each superintendent to develop policies and procedures for this action.

These policies and procedures must give consideration to:

- how to determine whether the privileges withdrawn are appropriate to the seriousness and frequency of the infraction,

- who can recommend and who must approve withdrawal of each type of privilege, and

- which privileges can be withdrawn.

(63) Schedule Change

Staff working directly with a student may recommend schedule changes which they believe would help resolve a disciplinary problem and would benefit the involved student(s). Such changes may not be made, however, without the prior written approval of the appropriate principal or the supervisor of residential care, depending on whether the change relates to the educational or dormitory schedule. Any major, unusual or IEP changes must receive the written prior approval of the student's parents and the superintendent. IEP changes may not be made without an IEP review meeting.

(64) Restriction to Campus

Any staff person who works directly with a student may restrict a student to campus with the prior approval of:

- the responsible Principal or the supervisor of residential care, depending upon whether the person making the recommendation is in the educational or residential care program, if the recommended period of the restriction does not exceed one week,

- the superintendent if the recommended period of restriction is over one week; however, this authority may not be delegated if the recommended restriction is two weeks or more.

Students may not be restricted during scheduled school vacation periods.

All academic work will be accepted and graded.

(65) Restriction to Campus, Dormitory or Dormitory Room

Any staff person who works directly with a student may recommend that the student be given such a restriction for a specific amount of time, but:

- Restriction to Campus During Day and to Dormitory at Other Times - If the restriction is for 2 days or less, the dorm supervisor must approve the restriction to the dormitory.

  Restriction to Classroom During Day and to Dormitory Room at Other Times - If the restriction is more than 2 days, the superintendent or designee must approve the restriction following a meeting with involved staff to review all relevant facts.

All academic work will be accepted and graded.

(66) Suspension From the Dormitory But Not From the School

Residential care staff or their supervisors may recommend suspension of a student from the dormitory but not from school for a specific number of days, but the suspension shall not become effective until the superintendent has:

- held a multidisciplinary staffing to determine whether such action is appropriate in relation to the disciplinary infraction,

- held discussions with the student's parents or legal guardian and has determined that an appropriate alternative living arrangement will be made by the

parents for the student during the period of the suspension,

- notified the Director of DES of the pending action and the reasons for it,

- notified the local school district of parental and student residence of the pending action, and

- All academic work will be accepted and graded.

(67) Expulsion From the Dormitory But Not From the School

Residential care staff or their supervisors may recommend expulsion of a student from the dormitory, but not from the school, but the expulsion shall not become effective until the superintendent has reviewed all relevant facts and has:

- held a multidisciplinary staffing to determine whether such action is appropriate in relation to the disciplinary infraction,

- held discussions with the parents or legal guardian and determined that they will provide an appropriate, permanent, alternative living arrangement for the student,

- discussed the legal implications with DORS' Legal Unit,

- received prior approval for the action from the Director of DES,

- notified the local school district of parental and student residence of the pending action,

- revised the student's IEP, and

- All academic work will be accepted and graded.

(68) Suspension From School

Staff who work directly with students, or their supervisors, may recommend the suspension of a student from school for up to ten days, but the suspension shall not become effective until the superintendent has reviewed all relevant facts and has:

- notified the parents and the local school district of parental and student residence in writing (within 24 hours or the next business day, whichever is earliest) of the pending action unless it is an emergency situation. Notification may then be made by telephone. Notification must be made within ten school days from the date of the superintendent's review,

- consulted with DORS Legal Unit if the suspension is for more than ten days in the aggregate,

- reviewed the pertinent portions of the Rules and Regulations to Govern the Administration and Operation of the State Schools to insure the suspension is being handled in accordance with that document, and

- consulted with the Director of DES if the suspension is more than ten school days in the aggregate in a given school year.

(69) Expulsion From School

Expulsion from the school can only be done with the prior approval of the Director of DORS. Change of placement will only be used for cases of serious infractions which pose a significant threat to the safety or rights of the student or others.

The student can be temporarily suspended pending an investigation of the situation by the school superintendent. The total of all suspensions cannot be more than 10 school days in the aggregate for the school year. The suspension will be administered pursuant to 89 Ill. Adm. Code 755.260.

By the onset of the suspension, notification of the suspension, investigation, multidisciplinary staffing, and appeal procedures must be given to the student's parents and the LEA. The superintendent's investigation must be completed during the first 5 school days of the suspension and will consist of:

- reviewing all available evidence and extenuating circumstances;

- interviewing school staff and students, as appropriate;

- holding a multidisciplinary staffing which includes the student, the parents, and the LEA, if possible;

- obtaining as much input as possible from the involved student, the student's parents, and the LEA;

- reviewing all information in 89 Ill. Adm. Code 755.260 to determine if all past and proposed actions are consistent with requirements; and

- discussing the issue with the Director of Educational Services, who must discuss it with the General Counsel of DORS.

If a decision to recommend expulsion is reached, the superintendent must provide the Director of DES with three

copies of documentation of the reasons for the recommended expulsion and a request that the Director of DORS approve the expulsion of the student.

Since it is desirable to keep the suspension pending the Director's decision on expulsion as short as feasible, in most cases the superintendent's investigation and recommendation development will be completed during the first five school days of the suspension and the Director's decision will be reached during the second five school days. The suspension cannot extend beyond ten school days.

(70) Financial Restitution

Financial restitution shall be required of the responsible student in all cases involving such infractions as vandalism, stealing, extortion, robbery, arson or any other willful act resulting in loss of, or damage to, property of others and is greater than $100.00. The student shall have an impartial appraisal of the losses or damages made. When the amount of damage is determined, the responsible student will be required to immediately pay 5% of the cost of the damage upon notification by the Superintendent or designee of the amount. The Client Financial Analysis form (IL 488-0265) will be used to determine the student's and/or family's resources. The amount of payment due for the remainder of restitution will be determined by the Determination Table for Client Participation (89 Ill. Adm. Code 562.TABLE A).

- If the student is declared a dependent on the latest federal income tax return of the parent, the student and his/her parents will be responsible for paying the damages.

- If the student is not a dependent, the student will be responsible for paying the damages.

- If the student and/or parent refuses to cooperate or to follow through on the restitution payment, the superintendent shall contact the Accounts Receivable Unit in DORS to begin collection proceedings.

(71) Parent Conferences

All students attending the three schools have parents or guardians with the same legal and moral rights, authorities, and responsibilities for their children as the parents of any other group of students. Included in those responsibilities is the obligation to assist in resolving disciplinary issues in which their child may become involved.

Each school shall continue its active efforts to maintain maximum, meaningful involvement of the parents in their child's total development, including resolution of disciplinary matters.

Each superintendent shall develop or update, if needed, specific methods for effective communication and coordination between the school and the parents of its students. A basic goal shall be to encourage the full participation of parents in all significant matters involving the appropriate behavior, development or discipline of their children.

(72) Notification of Central Office of DORS

In addition to infractions and disciplinary actions specified in the code of conduct, at times it will be advisable to inform the Director of DES of other matters. In such matters, the Superintendent is responsible for contacting, either personally or through a designee the Director of DES or the school Liaison as soon as possible.

Each superintendent shall, either personally or through a designee, handle all communications between the school and the Central Office on disciplinary matters involving students by completing a Report of an Infraction by a Student and the Disciplinary Action Taken (IL 488-1555 form) and mailing it to the Director of DES within two working days of the date the infraction occurred if the disciplinary action has been decided upon. If it has not, the form will be mailed within one working day of the decision and the reasons for the delay will be explained.

The above procedures should not be interpreted as modifying the established reporting of unusual incidents by the schools.

VI. APPEAL PROCEDURES

At least three different appeal procedures are available to students who are enrolled in the schools:

The 89 Ill. Adm. Code 800 includes procedures for Impartial Due Process hearings on issues involving special education and related services. This process would be used to appeal major decisions, e.g. alternative educational placement, expulsion, or lengthy suspension.

The 89 Ill. Adm. Code 510 includes procedures for appealing issues relating to provision of vocational rehabilitation services.

The Appeal Procedure for Disciplinary Actions (89 Ill. Adm. Code 827.40) is less formal and provides quicker resolution then the process as described in 89 Ill. Adm. Code 800 or 89 Ill. Adm. Code 510.

Staff will make sincere efforts to handle all disciplinary matters in a fair and professional manner. But situations will no doubt arise where students or their parents will believe they are not being treated justly. When that occurs, an Appeal Procedure for Disciplinary Action may be initiated, either individually by the student or by the student's parents, or jointly by the student and the parents (hereinafter "grievant(s)"), in accordance with the following procedures.

School staff will assist grievants in determining the appropriate appeal procedure to use. DORS' Legal Unit will assist with that determination on request. The student and/or his/her parents should review 23 Ill. Adm. Code 226.605 to determine whether the issue involved qualifies as a reason for requesting an Impartial Due Process hearing. If it does, 89 Ill. Adm. Code 800 should be followed. If the issue to be appealed involves the provision of vocational rehabilitation services, "Appeals and Hearings" (89 Ill. Adm. Code 510) should be followed. Both 23 Ill. Adm. Code 226.605 and 89 Ill. Adm. Code 800 are included at the back of this handbook. Appendix "A" 23 Ill. Adm. Code 226.605 Appendix "B" 89 Ill. Adm. Code 800. If the Appeal Procedures for Disciplinary Actions is to be used:

1. the grievant(s) must, within three (3) school days of learning of the disciplinary action ask the staff person who imposed it for a meeting where the grievant(s) will explain their position. If the matter is not satisfactorily resolved,

2. the grievant(s) must, within three (3) school days after the meeting with the person who imposed the disciplinary action, request a meeting with that

person's supervisor. If the matter is not satisfactorily resolved at that meeting,

3. the grievant(s) must, within three (3) school days after the meeting with the supervisor, request a meeting with the superintendent. If the superintendent does not satisfactorily resolve the issue,

4. the grievant(s) must, within three (3) school days after the meeting with the superintendent, write a letter to the Director of DES in the Central Office of DORS requesting a meeting with that administrator. If the matter is not resolved by DSC,

5. the grievant(s) must, within three (3) school days after the DES meeting, write a letter to the Director of DORS requesting a meeting with the Director.

Grievant(s) may discontinue the appeal at any point regardless of whether it has been resolved to their satisfaction. Exercising the use of the appeals procedures for disciplinary actions does not forfeit the right of the student/parent to request an Impartial Hearing.

In all cases at the school level, staff will schedule the meeting within four (4) work days of the date they receive the request, and will give the grievant(s) their decision on the same day as the meeting unless all parties agree otherwise. Central Office staff will schedule the meeting within five (5) working days of the date the written request is received from the grievant(s).

Grievant(s) have the right to be accompanied or assisted by anyone of their choosing at any or all of the meetings. Any expenses which result from involving others must be borne by the grievant(s) or some source other than the school.

There are advantages to resolving an appeal at the lowest level possible, but in cases where the parents are involved in the appeal and it would be unduly inconvenient or expensive for them to make several trips to the school the superintendent may agree, at the parents' request, to begin the appeal at Step 3. In such cases the superintendent will appropriately involve the person who imposed the disciplinary action as well as that person's supervisor. Similarly the Director may agree to combine Steps 4 and 5.

In addition, a discussion by telephone conference may replace a personal meeting when all parties agree.

In cases of serious disciplinary action, the action will not take place until the appeal has been exhausted.

Appendix A

SUBPART J: LEVEL I AND LEVEL II DUE PROCESS HEARINGS

Section 226.605 Request for Level I Hearing

a) The parents or other representatives of the child, the school district, or the student acting upon his or her own behalf may request a Level I hearing.

b) A Level I hearing may be requested for, but not limited to, the following reasons:

1) Objection to signing consent for a proposed case study evaluation or initial placement.

2) Failure of the local school district, upon request of the parents, other persons having primary care and custody of the child, the child, or the State Board of Education (in this Subpart, the State Board), to provide a case study evaluation.

3) Failure of a local school district to consider evaluations completed by qualified professional personnel outside the school district.

4) Objection to a proposed special education placement, either an initial placement, continuation of a previous placement, or a major change in the placement.

5) Termination of a special education placement.

6) Failure of the local school district to provide a special education placement consistent with the finding of the case study evaluation and the recommendations of the multidisciplinary conference.

7) Failure of the local school district to provide the least restrictive special education placement appropriate to the child's needs.

8) Provision of special education instructional or resource programs, or related services in an amount insufficient to meet the child's needs.

9) Recommendation for the graduation of an exceptional child.

10) Failure of the local school district to ensure the provisions of Section 226.40.

11) Failure of the local school district to comply with any of these rules and/or The School Code.

12) Failure of the local school district to provide an exceptional child with a free appropriate public education.

c) Receipt of a request for an impartial due process hearing shall cause the child to remain in his or her current education placement, unless a mutual agreement is reached between the parents and local school district, until the matter is resolved.

d) If the child is receiving no educational service and the parents are seeking initial placement in a public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings.

(Source: Amended at 15 Ill. Reg. 40, effective December 24, 1990)

Appendix B

TITLE 89: SOCIAL SERVICES
CHAPTER IV: DEPARTMENT OF REHABILITATION SERVICES
SUBCHAPTER f: EDUCATIONAL FACILITIES

PART 800
IMPARTIAL DUE PROCESS HEARING

Section 800.10	Mediation
Section 800.20	Request for a Level I Hearing
Section 800.30	Request for a Hearing (Repealed)
Section 800.40	Letters to be Sent by the State School (Repealed)
Section 800.50	Denial of Hearing (Repealed)
Section 800.60	List of Hearing Officers (Repealed)
Section 800.70	Selection of Hearing Officer (Repealed)
Section 800.80	Direction of Hearing (Repealed
Section 800.90	Time and Place of Hearing (Repealed)
Section 800.100	Rights of Parents (Repealed)
Section 800.110	Hearing Officer Responsibilities and Authority (Repealed)
Section 800.120	Establishment of Issues, Introduction of Evidence, and Conclusions (Repealed)
Section 800.130	Establishment of Issues Regarding Other Controversies (Repealed)
Section 800.140	Presentation of Evidence (Repealed)
Section 800.150	Right to Present Testimony (Repealed)
Section 800.160	Rules of Evidence (Repealed)
Section 800.170	Record of Hearing Proceedings (Repealed)
Section 800.180	Hearing Officer's Decision (Repealed)
Section 800.190	Filing of an Appeal
Section 800.200	Appeal Form (Repealed)
Section 800.210	Postponement of Changes Pending Completion of Hearing (Repealed)
Section 800.220	Hearing Panel (Repealed)
Section 800.230	Consideration of Appeal (Repealed)
Section 800.240	Report of the Panel (Repealed)
Section 800.250	Copies of the Decision (Repealed)
Section 800.260	Decision to be Final (Repealed)
Section 800.270	Appeal by Aggrieved Parties (Repealed)
Section 800.280	Civil Action

AUTHORITY: Implementing Sections 3 and 10 and authorized by Section 3 of the Disabled Persons Rehabilitation Act [20 ILCS 2405/3 and 2405/10].

SOURCE: Adopted at 6 Ill. Reg. 1235, effective January 18, 1982; codified at 6 Ill. Reg. 13375; emergency amendment at 10 Ill. Reg. 5602, effective March 25, 1986, for a maximum of 150 days; amended at 10 Ill. Reg. 15257, effective September 9, 1986; amended at 12 Ill. Reg. 14027, effective August 19, 1988.

Section 800.10 Mediation

a) Informal procedures and mediation are not required, but encouraged. Regardless of whether informal procedures are used, if differences remain between the State School and the parents or other persons having primary care and custody of the student (hereinafter 'parent') or the student, mediation may be requested. This mediation differs from the impartial due hearing process described in the remainder of this Part in that it is an attempt to reach agreement between the involved parties, rather than a decision by an impartial hearings officer.

b) The party requesting mediation must send a written request to the Director, Department of Rehabilitation Services (DORS), outlining the problem and steps taken to resolve it.

c) The Director/designee of DORS shall maintain a mediation panel to handle mediation requests. The panel shall be composed of representatives from each of the following units of DORS: the Administration of the Bureau of Rehabilitation Services, the Client Assistance Program, and Policy/Staff Development.

d) The Director/designee shall immediately assign one member of the mediation panel to the case who within ten working days shall:

1) Obtain any needed preliminary information about the difference.

2) Meet with the parents and the superintendent/designee in an effort to mediate the difference.

3) If a resolution cannot be reached at said meeting, prepare a recommended resolution and submit it to the parents and the superintendent. If, within five working days, both sides do not accept the mediator's recommended resolution, the matter will be closed and a Level I hearing may be requested pursuant to Section 800.20.

e) The parents have the right to:

1) be accompanied at meetings and mediation sessions by anyone of their choosing;

2) agree in writing to extend the above time limitation for mediations; and

3) request that the mediation and the initial steps (those prior to the appointment of the hearing officer) of the Level I due process hearing procedure (outlined in Section 800.20) occur concurrently (see 23 Ill. Adm. Code 226.605-226.625).

f) Neither the State School nor the Director/designee shall use the mediation process to deny or delay parents' rights under the Level I due process hearing procedures.

(Source: Former Section repealed, new Section adopted at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.20 Request for a Level I Hearing

A Level I hearing may be requested by the parents or other persons having primary care and custody of the child, the child or the State School in accordance with the Illinois State Board of Education's (ISBE) rules (23 Ill. Adm. Code 226.605 through 226.675) with the modifications listed below. In matters directly relating to such Level I hearings, the State School shall stand in the same relationship to the ISBE as a local school district.

a) Modifications of 23 Ill. Adm. Code 226

1) Section 226.605(b)(2),(3),(6),(7) and (14) - Substitute: "State School" for "local school district."

2) Section 226.605(b)(13) - Substitute: "Failure of the State School to comply with DORS' rules (89 Ill. Adm. Code 750 through 825)" for the existing language.

3) Section 226.620(b)(1) and (c)(1) - Substitute: "resident of the state" for "resident of the district."

4) Section 226.625(a)(1) - Substitute: "in the city where the State School is located or in the local school district of parental/student residence for "in the school district."

5) Section 226.625(a)(2) - Add: "or by the State School or by DORS" after the existing language.

b) In the course of a Level I hearing, both the State School and the ISBE shall send the Director/designee of DORS and the local school district of parental/student residence copies of all correspondence each sends the other.

(Source: Former Section repealed, new Section adopted at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.30 Request for a Hearing (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.40 Letters to be Sent by the State School (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.50 Denial of Hearing (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.60 List of Hearing Officers (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.70 Selection of Hearing Officer (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.80 Direction of Hearing (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.90 Time and Place of Hearing (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.100 Rights of Parents (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.110 Hearing Officer Responsibilities and Authority (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.120 Establishment of Issues, Introduction of Evidence, and Conclusions (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.130 Establishment of Issues Regarding Other Controversies (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.140 Presentation of Evidence (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.150 Right to Present Testimony (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.160 Rules of Evidence (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.170 Record of Hearing Proceedings (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.180 Hearing Officer's Decision (Repealed)

(Source: Repealed at 12 Ill. Reg. 14027, effective August 19, 1988)

Section 800.190 Filing of an Appeal

Any party aggrieved by the decision of the Level I hearing officer pursuant to Section 800.180 may file for a Level II review in accordance with the Illinois State Board of Education's rules 23 Ill. Adm. Code 226.680 through 226.695. In matters directly relating to such reviews, the State School shall stand in the same relationship to the State Board of Education as a local school district.

(Source: Amended at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.200 Appeal Form (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.210 Postponement of Changes Pending Completion of Hearing (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.220 Hearing Panel (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.230 Consideration of Appeal (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.240 Report of the Panel (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.250 Copies of the Decision (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.260 Decision to be Final (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.270 Appeal by Aggrieved Parties (Repealed)

(Source: Repealed at 10 Ill. Reg. 15257, effective September 9, 1986)

Section 800.280 Civil Action

Any party aggrieved by the Level II reviewing officer's decision may bring a civil action as set forth in 89 Ill. Adm. Code 226.692(b) in any court of competent jurisdiction. Such filing of a civil action shall act as a supersedes, and implementation of the reviewing officer's decision shall be stayed pending judicial action.

(Source: Amended at 10 Ill. Reg. 15257, effective September 9, 1986)

Appendix C

STATE OF ILLINOIS
DEPARTMENT OF REHABILITATION SERVICES

REPORT OF AN INFRACTION BY A STUDENT AND
THE DISCIPLINARY ACTION TAKEN

(1) School _____ (2) Date of Infraction _____

(3) Time _____ (4) Student's Name _____

(5) Age _____ (6) Grade _____ (7) Sex _____

Check infraction being reported:

(10) ____ disturbing class, dormitory or other school activity
(11) ____ tardiness
(12) ____ littering
(13) ____ loitering
(14) ____ inappropriate communication
(15) ____ cheating or lying
(16) ____ insolence
(17) ____ forged note or excuse
(18) ____ smoking
(19) ____ improper bus conduct
(20) ____ cutting class
(21) ____ off campus without permission
(22) ____ disrespect and insubordination
(23) ____ intimidation or threats to others
(24) ____ gambling
(25) ____ unlawful assembly
(26) ____ fighting
(27) ____ vandalism
(28) ____ stealing
(29) ____ trespassing
(30) ____ false fire alarm
(31) ____ criminal damage to property
(32) ____ possession, use or transfer of drugs or alcohol
(33) ____ extortion
(34) ____ bomb threat
(35) ____ assault and battery
(36) ____ molesting
(37) ____ possession or
(38) ____ break-in or forced entry
(39) ____ robbery
(40) ____ arson
(41) ____ larceny
(42) ____ other _____

Location of Infraction:

Location -- (49) classroom building area _____ (50) dormitory building area _____ (51) dining room _____ (52) campus or playground _____ (53) other _____

Description of Infraction: _____

_____

_____

_____

IL 488-1555 (7/92)

Student (54) did _____ (55) did not _____ admit guilt

Disciplinary Action Taken

(56) ____ counseling
(57) ____ verbal reprimand
(58) ____ written reprimand
(59) ____ special assignment
(60) ____ retained after school
(61) ____ supervised study
(62) ____ withdrawal of privileges
(63) ____ schedule change
(64) ____ restriction to campus
____ # of days
(65) ____ restriction to classroom during day, dormitory or dormitory room other times ____ # of days
(66) ____ suspension from dorm but not from school ____ # of days
(67) ____ expulsion from dorm but not from school
(68) ____ suspension from school
____ # of days
(69) ____ recommended expulsion from school
(70) ____ financial restitution
_____ $ amount
(71) ____ parent conference
(72) ____ notification of central office
(73) ____ other: specify ____
_____
_____
_____
_____

(74) Name of person who prepared this report _____

(75) Title _____ _____ (76) The disciplinary action recommended _____

_____

_____

(77) Date this report was sent to the supervisor _____

(78) Name of person who authorized the disciplinary action _____

_____

(79) Title _____ (80) Disciplinary action authorized _____

_____

_____

(81) Date the person who prepared this report was notified of the authorized disciplinary action _____

(82) Comments